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ABSTRACT

This is the student handbook for the listening comprehension portion of a course in English as a second language for adult nursing aide students. Eleven units cover basic nursing skills. Each unit consists of combinations of stories, lectures, and dictations read by the teacher often with visual aids. There are "practice listening" sessions and sets of verbal directions to which the student must make the correct response. Finally, various classroom games are included in several of the units. The topics covered include: (1) introducing "Pilikia Nui Hospital," (2) doctors and departments at the hospital, (3) duties of nursing aides, (4) first day in the hospital, (5) human anatomy, (6) asepsis, (7) abbreviations and measurements, (8) hospital emergencies, (9) colors in the hospital, (10) subjective symptoms, and (11) facing death. (JB)

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ENGLISH FOR SPECIAL PURPOSES SERIES

NURSING AIDE

HEARSAY

A TEXT FOR LISTENING

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And certainly this text would never have been produced without the typing and editorial skills of Sheila Mun and Fay Ishikawa.

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M.C.
K.E.H.

Honolulu, Hawai'i
September 1977

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TO THE STUDENT

PURPOSE

The purpose of the Hearsay text is to help you develop listening skills in two areas. One area is in understanding verbal directions. Verbal directions are spoken orders or requests. The other area is in listening to classroom lectures. The lectures are topics related to nursing aide training.

The Hearsay text is coordinated with the speaking text (Speakeasy) and the reading text (Reading Right). However, you can use the Hearsay text, especially the lectures, independently of the other two texts.

TRANSLATIONS

Some parts of the Hearsay text are translated. These translations are in four languages, Ilocano, Tagalog, Korean and Vietnamese. All Unit Previews and Lecture Previews are translated. The Vocabulary lists are translated. (The vocabulary items in the Verbal Directions sections are not translated.) Some other items in the lessons are translated. These items are marked (Tr) and numbered within each unit. For example, the second translated item in Unit I is marked (Tr2) after the item. You can find that translation in your Hearsay Translation Manual under Unit I, Tr2.

The purpose of these translations is to make sure you understand the translated item. But it is good practice for you if you read the English version of the item carefully, and try to understand as much as you can before you look at the translation. After you read the translation and understand the item in your own language, go back to the English version and read it again.

ORGANIZATION OF THE TEXT

There is a variety of activities in the Hearsay lessons. The activities are presented in each unit in a particular order but your teacher may decide to vary the order. In the following paragraphs you will find suggestions for using the activities to help you improve your listening comprehension.

Preview. In Units I-III there are Unit Previews that tell you what you will study in the unit. In the rest of the units there are Lecture Previews to tell you what the lectures are about and to list the main points in the lecture for each unit. All previews are translated. Read the previews first in English and see how much you can understand before you turn to the translation.

Vocabulary. The Vocabulary gives important new words and phrases in the unit, especially in the lecture. All words and phrases are in the Vocabulary in the same order they occur in the lecture. You can study the Vocabulary before you listen to the lecture. Your teacher will dictate some important words for you to write.

Story and Quiz. Units I-III have short stories to listen to as your teacher reads. After the story, your teacher will ask you questions. You have a sheet with answers to the questions. Listen to the questions and choose the correct answer for each question according to what you heard in the story.

Lecture. Listen to each lecture several times. Each time you listen, you will understand more than the time before.

In the first three units there are short lectures to listen to. These will probably be given by your teacher. These short lectures are an introduction to listening to classroom lectures. With these short lectures, you can begin to develop good lecture-listening habits and begin to learn to make notes and write outlines. As you listen to a lecture, listen for the main points of the lecture listed in the preview.

In Units IV-XI there are longer lectures. You may see these lectures on video tape or you may listen to your teacher or someone else give them in the classroom. As in the short lectures, listen for the important points in the lecture.

For these long lectures, there is an outline for you to fill in. The outline in Unit V is the only one written in true outline form. You can study this outline to give you an idea of how to write your own outline. Whenever you write an outline in the text, try to use short forms of words as much as possible. For example, you can use TL for team leader, or poss for possible. This will save you time. But be sure you write enough so when you read back over your notes, you can remember what you meant.

After hearing the lecture several times, you can discuss the lecture in class to be sure you understand the important points in the lecture.

Quiz. There is usually a quiz on each lecture. In these quizzes you will listen to the teacher ask questions or make statements. You will have an answer sheet with answer choices. Choose the correct answer or answers for each question or statement. Always choose the answer which is correct according to what you heard in the lecture.

Dictation. In Units I and III there are dictation paragraphs. Listen to your teacher and write down what you hear.

Verbal Directions. The verbal directions the teacher will give you in the classroom are in your Hearsay text for you to sutdy, if you wish, outside the class. In the Verbal Directions sessions in class, close your book and listen to the teacher. You should learn all these verbal directions. It is important for you to understand quickly and respond when someone asks or tells you to do something.

Practice Listening. The exercises in Practice Listening are to help you understand new grammatical patterns you will hear in everyday conversations.

Listening Assignment. In Units VII-XI you are given listening assignments to do outside class. These are assignments to make calls on the telephone and listen to recorded messages. This is to give you more practice in listening to English.

Game. The Games in the Hearsay text are to give you practice in listening and responding to what you hear. They can be used to reinforce what you have learned in other sections of the Hearsay text and as check-ups to tell how well you are listening.

M.C.
E.C.H.

Honolulu, Hawaii
September 1977

UNIT I

INTRODUCING PILIKIA NUI

UNIT PREVIEW

In this first unit you will be introduced to the different activities you will do in the Hearsay lessons. These activities are described in the section, To the Students, at the beginning of this text.

There is a short story which your teacher will read to you. Listen to the story. Then listen to the questions the teacher asks about the story, and mark the right answers on your answer sheet.

The lecture in this unit is about the hospital in Tamarind City. When you listen to the lecture, listen for these main points.

1. What is the name of the hospital in Tamarind City?
2. The lecture tells you three things about the hospital. What are they?
3. What is tomorrow's lecture about?

There is a dictation paragraph for you to write while your teacher dictates.

The Verbal Directions in this unit introduce the verbs give to, take to, bring to and get from. And you will learn open, close, turn the page, and pass the papers.

When English speakers give verbal directions or orders, they do not usually use the second person. That is, a person will say, "Give me the book" or "Mr. A, take this book to Mrs. C." It is not usually polite to say, "You give me the book" or "Mr. A, you take this book to Mrs. C." The comma (,) after "Mr. A" means a pause; it means you are addressing Mr. A. People use the second person if they are telling several different people to do different things: "A, you take the book to C; B, you close the windows, and D, you open the door."

In the Practice Listening section, you will learn the names of some clothes: shirt, blouse, dress, sweater, jacket, muumuu, pants, shoes, socks and stockings, and you will learn to understand and answer "Do you have a sweater?"

There is a Matching Game in which you will listen to the teacher give directions and you will write the right word in the right place.

VOCABULARY

STORY

works at
hospital
5th floor
in the daytime
nurse
too
at night

LECTURE

going to
tell you about
talk about
very large
help
many people
island
tomorrow
doctor

DICTATION

housewife
stay at home
most of
son
daughter
apartment
typist
all day
on their jobs

VOCABULARY DICTATION

STORY

Listen to your teacher tell a story.

QUIZ

Listen to the questions about the story. Mark the right answer for each question. Choose the answer according to what you hear in the story. (Tril

1. a. She's a doctor.
   b. She's a nursing aide.
   c. She's a nurse.

2. a. She works at Kaiser Hospital.
   b. She works in the daytime.
   c. She works at Kapiolani Hospital.

3. a. She works on the 5th floor.
   b. She works on the 1st floor.
   c. She works on the 6th floor.

4. a. She's a doctor.
   b. She's a nursing aide.
   c. She's a nurse.

5. a. She works at Kapiolani Hospital.
   b. She works at night.
   c. She works in the daytime.

LECTURE Pilikia Nui Hospital

Listen to the lecture.

MAIN POINTS

Listen to the lecture again and listen for these main points in the lecture.

1. What is the lecture about?

2. What is the name of the hospital in Tamarind City?

3. Tell three things about Pilikia Nui Hospital.

4. What is tomorrow's lecture about?

OUTLINE

Listen to the lecture again and write an outline of the lecture.

DISCUSSION

In class, talk about the main points of the lecture.

LECTURE QUIZ

Listen to the questions about the lecture. Mark the right answer for each question, according to the lecture.

1. a. doctors at Pilikia Nui.
   b. Mahimahi Hospital.
   c. Tamarind Hospital.
   d. the hospital in Honolulu.
   e. the hospital in Tamarind City.

2. a. Ahi City.
   b. Tamarind City.
   c. Honolulu.
   d. Pilikia Nui.

3. a. not so large.
   b. large.
   c. very large.

4. a. people on Mahimahi.
   b. people on Oahu.
   c. doctors at Pilikia Nui.
   d. the hospital in Tamarind City.

5. a. in Pilikia Nui.
   b. on Tamarind Boulevard.
   c. on Banyan Tree Street.
   d. on Nene Street.

6. a. people on Mahimahi.
   b. doctors at Pilikia Nui.
   c. hospitals in Tamarind City.

Write the answers to the questions:

7. _____

8. _____

DICTATION

Write down what your teacher dictates.

VERBAL DIRECTIONS

Vocabulary				
	give	to	me	pen
	take	to	her	pencil
	bring	to	him	book
			them	notebook
	get	from		dictionary
				bag
				paper
				chalk

Close your books and notebooks while the teacher gives verbal directions. You should learn to understand all directions and to respond quickly and correctly. The vocabulary here is not translated in your Translation Manual. (Tr2)

Mrs. A, give the pencil to me. (Thank you.)
Mr. B, give the pencil to Miss C.
Miss C, give it to Mrs. D.

Mrs. A, give the pencil to Mr. B. Give it to him.
Give the pencil to Mrs. D. Give it to her.
Give the paper to Miss C and Mrs. D. Give it to them.

A, take the book to B. (across the room)
B, bring the book to me.
C, take it to her/him.
D, bring the book to E. (near the teacher)
E, take it back to D.

Bring the paper here. Take the paper there.

The bag is here. Take it there.
The bag is there. Bring it here, please.

A, get the pen. Take it to B.
C, get the pen. Bring it here.
Get the pen and bring it here.
Now get the pencil and bring it here.
Get the pen and the pencil and take them to D.

Mr. A, get the pen from Mrs. B. Give it to Miss C.
A, get the pen from B and give it to C.
D, get the pen from C and take it to E.

Open the door. Open the window. Open your books.
Close the door. Close the window. Close your books.
Open your books to page ___. Turn to page ___.
Turn the page (over).
Pass these papers around.
Take one and pass them on.
Give one to each student.

PRACTICE LISTENING DO YOU HAVE ___?

Close your books and notebooks. Listen to the teacher.

Vocabulary

shirt	muumuu
blouse	sweater
dress	jacket

A, do you have a pen? | Yes. / No.

Do you have a pencil?
Do you have sweater?
Do you have a jacket?

Vocabulary

pants
shoes
socks
stockings

A, do you have paper? | Yes. / No.

Do you have chalk?
Do you have shoes?
Do you have stockings?

Does she have a pen? | Yes. / No.

Does she have a sweater?
Does he have a bag?
Does she have a dictionary?

Does she have stockings?
Does he have shoes?
Does she have chalk?

"GIVE AND TAKE" MATCHING GAME

Listen carefully to the teacher read directions. Write the name of the object in the correct space. (Tr3)

Mr./Ms.	B	D	P	T	V
B					
D					
P					
T					
V					

Objects

pen
pencil
notebook
book
dictionary
bag
paper
chalk

shirt
blouse
dress
muumuu
sweater
jacket
pants
shoes
socks
stockings

After you finish, one student write the answers in a game chart on the blackboard. The other students check their own charts. (Tr3)

I

7

UNIT II

IS THERE A DOCTOR IN THE HOUSE?

UNIT PREVIEW

In this unit you will listen to a story and questions about the story. And you will listen to two lectures.

The first lecture is about doctors at Pilikia Nui Hospital. Listen for these main points:

1. Are there many doctors at Pilikia Nui Hospital?
2. When do they come to the hospital?
3. What do they do in the hospital?
4. Name three of the special wards at Pilikia Nui.
5. What will the lecture be about next time?

The second lecture is about some of the special wards at Pilikia Nui Hospital. Listen for these main points:

1. What are special wards?
2. Does Pilikia Nui have many special wards?
3. Name four of the wards at Pilikia Nui.
4. What does the Medical Ward do?
5. What does the Surgical Ward do?
6. What does the Pediatrics Ward do?
7. What does the Maternity Ward do?
8. What will the next lecture be about?

In the Verbal Directions section, you will review directions using give, take, bring, and get. You will learn to understand both "Give the pencil to me" and "Give me the pencil." And you will learn that get is very different from give.

In Practice Listening you will learn some adjectives for people: tall, short, fat, thin, old, and young.

You will play two games about time. In the first one, you will listen to your teacher give a time and you will draw the correct time in the clock. The second game is Time Bingo.

VOCABULARY

STORY

bank
band - group that plays music instruments
community college
walk to school
but
ride the bus
work (N)

LECTURE 1

large staff
nurse
every day
very busy
ward
special ward
Surgery
Pediatrics
Maternity
for example
next time

LECTURE 2

department
departments which
take care of
problems
some
Medical Ward
General
Surgical Ward - Surgery
Operations
children
women
baby, babies
women having babies
will
things that nursing aides do = nursing aide jobs

VOCABULARY DICTATION

STORY Listen to the story.

QUIZ

Listen to the questions about the story. Mark the right answer for each question, according to the story.

1. a. In Tamarind City Bank.
   b. On Makai Drive.
   c. In Tamarind Community College.
   d. At 1235 Nene Street.

2. a. 56 .
   b. 569.
   c. 655.
   d. 959.
   e. 965.
   f. 969.

3. a. In the school.
   b. In Tamarind Community College.
   c. In Tamarind City Band.
   d. In Tamarind City Bank.

4. a. To work.
   b. At night.
   c. In the morning.
   d. To school.

5. a. In Tamarind City Bank.
   b. On Makai Drive.
   c. In Tamarind Community College.
   d. At 1235 Nene Street.

LECTURE 1 Doctors at Pilikia Nui Hospital

Listen to the lecture.

MAIN POINTS Listen for these main points in the lecture.

1. Are there many doctors at Pilikia Nui Hospital?

2. When do they come to the hospital?

3. What do they do in the hospital?

4. Name three of the special wards at Pilikia Nui.

5. What will the lecture be about next time?

OUTLINE Listen to the lecture again and write an outline.

DISCUSSION

LECTURE 1 QUIZ

Listen to the questions about the lecture. Mark the right answer for each question, according to the lecture.

1. a. Pilikia Nui Hospital.
   b. the doctors at Pilikia Nui.
   c. the special wards at Pilikia Nui.

2. a. not so large.
   b. large.
   c. in Surgery.

3. a. in special wards.
   b. for example.
   c. every day.

4. a. for example.
   b. in one special ward.
   c. in special wards.

5. a. the special wards at Pilikia Nui.
   b. the doctors at Pilikia Nui.
   c. the Maternity Ward.

Write the answers to the following questions.

6. Are there many doctors at Pilikia Nui Hospital?

7. When do the doctors come to the hospital?

8. Are Surgery, Pediatrics and Maternity the only special wards in Pilikia Nui?

9. Are you going to learn more about these wards?

10. Why do you think the doctors are very busy every day?

(T:1)

LECTURE 2 Pilikia Nui Hospital Special Wards

Listen to the lecture.

MAIN POINTS

Listen to the lecture again and listen for these main points in the lecture.

1. What are special wards?
2. Does Pilikia Nui have many special wards?
3. Name four of the wards at Pilikia Nui
4. What does the Medical Ward do?
5. What does the Surgical Ward do?
6. What does the Pediatrics Ward do?
7. What does the Maternity Ward do?
8. What will the next lecture be about?

OUTLINE

Listen to the lecture again and write an outline of the lecture.

DISCUSSION

LECTURE 2 QUIZ

Listen to the questions about the lecture. Mark the right answer for each question according to the lecture.

1. a. Pilikia Nui Hospital.
   b. the Medical Ward at Pilikia Nui.
   c. special wards at Pilikia Nui.

2. a. children.
   b. operations.
   c. women having babies.
   d. general problems.
   e. departments.

3. a. children.
   b. operations.
   c. women having babies.
   d. general problems.
   e. departments.

4. a. It takes care of children.
   b. It takes care of operations.
   c. It takes care of women having babies.
   d. It takes care of general problems.
   e. It takes care of departments.

5. a. operations.
   b. general problems.
   c. special problems.
   d. departments.

6. a. doctors at Pilikia Nui.
   b. special wards at Pilikia Nui.
   c. departments.
   d. nursing aides.

7. Mark the words which mean the same as some in "Here are some of the wards in Pilikia Nui." (Tr2)

   a. a few b. many c. examples d. all e. most

Write the answers to the following questions.

8. Are there only four special wards at Pilikia Nui?

9. How many special wards are there at Pilikia Nui?

10. What wards does the lecture tell about?

11. Which of these wards would you like to work in?

(Tr3)

VERBAL DIRECTIONS

Review of give, take, bring, get

A, give the dictionary to H.
B, take the book to G. (across the room)
C, bring the pen to J. (near the teacher)
D, get the notebook and bring it here.
E, get the book and take it to K.
F, get the pencil from L.

A, give the pencil to me.

Give me the pencil.

B, give the pencil to C.

Give C the pencil.

C, give it to D.

Do not say: Give D it.

A, take B the bag. (across the room)

B, take C the bag.

C, bring D the bag. (near the teacher)

D, bring me the bag.

A, get the pen from B.
get the pen from B for me.
get the pen for me.
get me the pen.

Do not say: Get me the pen from B.

C, get the book for D.

C, get D the book.

Do not say: Get the book to D.
Get the pen to me.

Verbal Directions continued

Open your books. Study these sentences.

Give		the book	to me. to her. to him. to them. to us. to A.	
Give		it	to me. to her. ...	
Give	me her ...	the book.		
NOT: Give	me her ...	it.		
Give		the book back	to me.	
Give	me back	the book.		
Bring		the book	to me. to her. ...	(near the speaker)
Bring		it	to me. ...	
Bring	me ...	the book.		
Take		the book	to her. to him. to them. to A.	(across the room)
Take		it	to her. ...	(across the room)
Take	her ...	the book.		
NOT: Take		the book	to me. to us.	
Take	me us	the book.		
Get		the book	from her	for me.
Get give		the book it	from her to me.	and
Get	me	the book.		
NOT: Get	me	the book	from her.	

PRACTICE LISTENING Adjectives for People

Vocabulary

tall	fat	old
short	thin	young

"MAKING TIME" GAME

Listen to your teacher say different times. As the teacher says each time, draw that time on the blank clock. Remember to make the minute hand longer than the hour hand. Remember, too, that the hour hand moves from one number to the next number while the minute hand is going around the clock.

EXAMPLE: Your teacher will say:

1. twelve twenty

Draw the long hand at 20 minutes after the hour. Draw the short hand pointing almost half-way between 12 and 1.

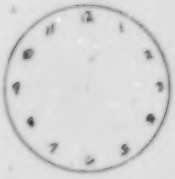
Now listen to the other times and draw them in. (Tr4)

2.

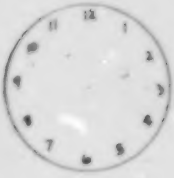
3.

4.

5.

6. 

7.

8. 

9.

10.

"FREE TIME" BINGO GAME

Fill in each square on your sheet with a time from the list. Write only one time in each square. Use a time only once. There are 24 times in the list, but you have only 16 squares, so select only 16 times from the list. Your teacher or one of you will draw cards with times written on them and call out the time. When you hear a time that is in one of your squares, cover that square with a piece of paper. The player who covers one row (vertical, horizontal or diagonal) first wins the game. (Tr5)

TIMES:				
	1:15	4:05	7:10	10:11
	1:30	4:24	7:45	10:35
	2:00	5:15	8:08	11:10
	2:35	5:50	8:50	11:16
	3:10	6:00	9:06	12:09
	3:40	6:09	9:12	12:50

UNIT III

AIDING NURSES

UNIT PREVIEW

In Unit III you will listen to a story and questions about the story.

You will listen to a lecture about duties of nursing aides. Listen for these main points in the lecture:

1. Who supervises the nursing aides?
2. There are five duties for nursing aides given in the lecture. What are they?
3. What does "handle equipment and supplies" mean?
4. What can running errands be?

There is a short dictation in this unit. Listen and write what you hear.

In Verbal Directions you will practice with colors and learn to understand directions with put: "Put the blue pen on that desk." You will also learn to respond to "Show me..."

In Practice Listening you will review the adjectives you learned in Unit II and learn to answer questions like "Is Mr. A tall or short?" There is a Matching Game to practice these adjectives some more.

VOCABULARY

STORY

friend
house
for dinner
other
having (friends for dinner)
having (dinner)
together

LECTURE

discuss
duties of
last time
remember
all
supervise
are supervised by
may have any of
following
provide
nursing care
patient (N)
This can mean
serve meals
feed
handle
equipment
supplies
finding
from one place to another
setting up
putting away
keep records
run errands
carry messages
for somebody
music records

DICTATION

hear about
when = at the time
sick

VOCABULARY DICTATION

STORY

Listen to the story.

QUIZ

Listen to the questions about the story. Mark the right answer for each question according to the story.

1. a. Jane Souza.
   b. Mrs. Smith.
   c. Mr. Smith.
   d. Her friend's name.

2. a. On Tuesday.
   b. At 6:30.
   c. 2 other friends.
   d. Mrs. Smith's house.

3. a. On Thursday.
   b. On Tuesday at 7:30.
   c. At 6:30.
   d. Mrs. Smith's house.

4. a. 5 people.
   b. 3 friends.
   c. 2 other friends.
   d. Mr. and Mrs. Smith.

5. a. 5 friends.
   b. 3 friends.
   c. 2 other friends.
   d. Mr. and Mrs. Smith.

LECTURE Duties of Nursing Aides

Listen to the lecture.

MAIN POINTS

Listen to the lecture again and listen for these main points in the lecture.

1. What is the lecture about?

2. Who supervises the nursing aides?

3. There are five duties for nursing aides given in the lecture. What are they?

4. What does "handle equipment and supplies" mean?

5. What can running errands be?

OUTLINE

Listen to the lecture again and write an outline of the lecture.

DISCUSSION

Discuss the main points in the lecture.

QUIZ

Listen to the questions about the lecture. Mark the right answer for each question, according to the lecture.

1. a. nursing aides at Pilikia Nui.
   b. duties of nursing aides.
   c. care to the patients.

2. a. True. (Yes.)
   b. False. (No, not true.)

3. a. True.
   b. False.

4. a. True.
   b. False.

5. a. Supervise nurses.
   b. Take care of the patient's room.
   c. Keep records.

6. a. to supervise nurses.
   b. to serve meals to patients.
   c. to provide nursing care to the nurses.

7. a. "Feed patients."
   b. "Cook meals for patients."
   c. "Take meals to patients."

8. a. "Take equipment from one place to another."
   b. "Set up and put away equipment."
   c. "Buy equipment for the hospital."

9. a. "Keep music records for the patients to listen to."
   b. "Keep records about the patients."
   c. "Keep records about the nurses."

10. (More than one answer may be correct. (Trl))

    a. carrying messages.
    b. feeding the patients.
    c. taking things to somebody.
    d. getting things for somebody.
    e. cleaning the patient's room.

DICTATION

Write down what you hear.

VERBAL DIRECTIONS

Close your books and notebooks.

Vocabulary put on in

Put a pen on that desk.

Put a book on the table.

Put a pencil in the bag/box.

Put the blue pen on that desk.

Put the red pen on that desk.

Put the yellow book on the table.

Put the black pencil in the bag/box.

Vocabulary show

Show me your quiz paper.

Show me the chart.

PRACTICE LISTENING

Use the Chart of People in Unit III.

Is Mr. A tall or short?	He's tall.
Is Ms. F thin or fat?	She's thin.
Are H and J young or old?	They're young.

"THE LONG AND SHORT OF IT" MATCHING GAME

Listen to the teacher tell you about the six men in the chart.
Put an X in the right place.

Mr. Z						
Mr. B						
Mr. V						
Mr. G						
Mr. C						
Mr. P						

UNIT IV

YOUR FIRST DAY IN THE HOSPITAL

LECTURE PREVIEW

The purpose of this lecture is to introduce you to work in the hospital. The lecture is in two parts. The first part is to tell you about the personnel that you will meet when you work in the hospital. The second part is to tell you something about the nurse's station that is on every ward.

As you listen to the lecture, listen for the answers to the questions below. These questions and their answers will give you the important points in the lecture.

Part I Hospital Personnel

1. Who is the most important person on the hospital staff?

2. What is the important thing to remember when you are with a doctor? Should you call him by his first name?

3. Who is the second most important person?

4. What is the usual duty of the registered nurse? And what is the nurse called in this duty?

5. Who is the team leader? What is team care?

6. Who is the next in line after the nurse?

7. What does the Licensed Practical Nurse do? Who will you be dealing with most of the time?

8. Who are the four people on a hospital medical team? What is the chain of command? Can you skip over the chain of command?

9. Who takes care of the paper work?

10. What do transport aides do?

11. What do dietary aides do?

12. Name four kinds of technicians in the hospital.

Lecture Preview continued

Part 2 The Nurse's Station

1. What is the place on every floor where everything gets done?
2. When will you go to the nurse's station?
3. Who is at the nurse's station? Who do you introduce yourself to on the first day?
4. What are charts? Should you read them? Should you write in them?
5. What is the assignment sheet?
6. What are four other kinds of sheets/forms that are kept at the nurse's station?
7. What kinds of books are kept at the nurse's station?
8. What should you do on your first day of work?
9. What should you do to find out what's wrong with your patients?

VOCABULARY

Part 1

usually
rounds
not to cause any trouble
chart (N)
right away
never
even if
a long time
speak first
always
respect
whether
probably
too much
contact (N), contact with
in charge of
the floor = the ward
can be known as
head nurse
direct patient care
normally
administrative aspects
day-to-day basis
lucky
follow
report to
tamper with
complaint
must have proof
clerk
make appointments
forms
admission/discharge slips
wherever
get on the wrong side of
be nice
really hard
different kinds
aide, orderly
transportation
sole job
might
check (V)
find out
lab
blood samples
vampire squad

VOCABULARY DICTATION

wash -
bold
sometimes
portable
X-ray machine
electroencephalogram = a record of the electrical activity of of the brain
electrocardiogram = a record of the electrical activity of the heart

Part 2

lobby
heart and life
thereafter
look like
expect, What would you expect?
certain things in common
information
point to
because
reported
will be expected
The time will come when...
anything
until
assigned to
where it is kept
clip board
coffee break
brand new
rummaging through, poking
intake - what goes in
output - what goes out
fill out
admitted
requests
use (V)
helpful
try and get a chance
go through = look through
take a look at
change (V)
once...then
pretty much
as long as

LECTURE Your First Day in the Hospital

Listen to the lecture.

LECTURE OUTLINE

Listen to the lecture again and fill in the outline as you listen, or write your own outline. (Tr1)

Part 1 Hospital Personnel

1. Most important person: _____

2. You'll usually see the doctor at _____.

3. It's very important _____ to cause the doctor any _____.

4. Always call the doctor by his/her _____ name.
   Say _____ Smith or Jones.
   The important thing is _____.

5. Next most important person: _____ (_____)

6. RN usually in charge of the _____; can be known as:
   _____ Nurse or
   _____ Nurse or
   _____.
   RN is in charge of all the _____ on the floor.

7. The RN will be your _____.
   Most hospitals today run on _____.

8. Next in line: _____ (_____)

9. LPN is the person you'll be dealing with _____ of the _____.

10. The LPN takes care of patients on a _____ basis.

11. In most hospitals, this is your team:

    1 _____

    1 _____ - team leader

    1 _____

    1 _____ - maybe more than _____

    The _____ team takes care of the _____.

12. This is the chain of _____. You have to _____ it.

    NA reports to _____ - reports to _____ - reports to _____.

13. _____ takes care of all paper work.

14. Always be nice to the ward clerk--they work really _____

15. There are a lot of different kinds of _____ in the hospital. (People don't use _____ much any more.)

16. _____ aides - take patients _____ one place _____ another.

17. _____ aides - work with Dietary Dept., with trays, etc.

18. Check the _____ tag of person you're talking to.

19. Technicians are usually called _____ in the hospital.

20. _____ techs - take blood from the patients. They may ask you to _____ them.

22. _____ techs - electroencephalogram - for the _____.

23. _____ techs - electrocardiogram - for the _____.

24. Usually the patient _____ a specific place in the hospital, but can be done _____ pat.'s bedside.

Part 2 The Nurse's Station

1. The lecture is about your _____ _____ of work in the hospital.

2. You go to the _____ - the heart of the _____ - where everything gets done.

3. On the first day you'll go there, and _____ morning thereafter.

4. You have to _____ where the nurse's station is and what it looks like.

5. The _____ is at the nurse's station. You walk up to the ward clerk and say, "Hello, my name is _____ _____. My _____ is Jane Doe.

6. At the nurse's station, you'll find the _____ - the _____ record.

7. You'll be expected to know everything about your _____. Don't ever _____ anything in the chart until the team leader _____ you to.

8. Your team leader will show you the _____.

9. It's important to know where the assignment sheet is _____.

10. The assignment sheet tells you _____ your _____ are, what _____ you are assigned to, _____ your _____ is, and _____ you have your break and lunch.

11. You'll find these other forms at the nurse's station:

_____ sheets - Intake & Output sheets

_____ sheets - for a patient who is going to be discharged

_____ sheets - for a new patient

_____ - for lab work

12. All the _____ for the floor is kept at the nurse's station.

13. There's also a _____ - both English and medical.

14. There are _____. Use these!

15. On your first day of work, try and go through the _____ - find out _____ everything _____.

16. Take a look at your patients' _____, _____ what's wrong with the patients.

DISCUSSION

QUIZ

Mark the right answers. There may be more than one correct answer for a question. Mark all correct answers. (Tr2)

Part 1

1. a. Work in the hospital.
   b. Hospital personnel.
   c. The nurse's station.
   d. Aides.
   e. Doctors, nurses, aides and technicians.

2. a. The doctor.
   b. The registered nurse.
   c. The licensed practical nurse.
   d. The nurse's aide.

3. a. the doctor.
   b. the registered nurse.
   c. the licensed practical nurse.
   d. the nurse's aide.

4. a. His first name.
   b. Team care.
   c. Trouble.
   d. Not to cause trouble.
   e. Respect.
   f. The patient's chart.

5. a. Supervisor.
   b. LPN.
   c. Tech.
   d. Head Nurse.
   e. Charge Nurse.
   f. Team leader.

6. a. a team taking care of patients.
   b. doctors and nurses working together to take care of the patients.
   c. technicians and aides working in the hospital.

7. a. The doctor.
   b. The registered nurse.
   c. The licensed practical nurse.
   d. The nurse's aide.

Quiz continued

8. a. The doctor.
   b. The registered nurse.
   c. The licensed practical nurse.
   d. The nurse's aide.

9. a. Nurse's aide, RN, LPN, doctor.
   b. Doctors, nurses, aides, technicians.
   c. Doctor, RN, LPN, nurse's aide.
   d. RN, LPN, nurse's aide.
   e. RN, doctor, LPN, nurse's aide.

10. a. Lab techs.
    b. Transport aides.
    c. Nurse's aide.
    d. LPN.
    e. Ward clerk.

11. a. They carry trays from one place to another.
    b. They carry patients from one place to another.
    c. They do the paper work on the floor.
    d. They take blood samples.
    e. They work in the Dietary Dept.
    f. They work in the X-ray Dept.

12. a. They carry trays from one place to another.
    b. They carry patients from one place to another.
    c. They do the paper work on the floor.
    d. They take blood samples.
    e. They work in the Dietary Dept.
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13. a. They carry trays from one place to another.
    b. They carry patients from one place to another.
    c. They do the paper work on the floor.
    d. They take blood samples.
    e. They work in the Dietary Dept.
    f. They work in the X-ray Dept.

14. a. come to the floor.
    b. take blood samples.
    c. take patients from place to place.

15. a. Transport aides.
    b. Dietary aides.
    c. Lab techs.
    d. X-ray.
    e. EEG.
    f. EKG.

Quiz continued

16. a. blood test.
    b. electrocardiogram.
    c. electroencephalogram.
    d. test for the head.
    e. test for the heart.
    f. portable X-ray machine.

17. a. blood test.
    b. electrocardiogram.
    c. electroencephalogram.
    d. test for the head.
    e. test for the heart.
    f. portable X-ray machine.

Part 2

1. a. the heart and life of every floor.
   b. where everything on the floor gets done.
   c. where all the paper work is.
   d. where the ward clerk is.
   e. where the patients' charts are.

2. a. on your coffee break.
   b. to look for forms to fill out.
   c. when you go home.
   d. on your very first day.
   e. every morning when you go to work.

3. a. The assignment sheet.
   b. The team you are assigned to.
   c. The sheet that tells you your team leader.
   d. The discharge and admission sheets.
   e. The patients' records.

4. a. Look for them the first day.
   b. Read them.
   c. Write in them.
   d. Give them to the doctor.
   e. Give them to your team leader.

5. a. The charts.
   b. The team you are assigned to.
   c. Who your team leader is.
   d. Who your patients are.
   e. When you take your lunch.
   f. The discharge and admission records.
   g. The patients' records.

Quiz continued

6. a. Lab requests.
   b. Reference books.
   c. Dictionaries.
   d. I&O sheets.
   e. The ward clerk.
   f. Disharge sheets.
   g. Admission sheets.

7. a. Lab requests.
   b. Reference books.
   c. Dictionaries.
   d. I&O sheets.
   f. Discharge and admission sheets.

8. a. Fill out I&O sheets for your team leader.
   b. Read the assignment sheet.
   c. Read the reference books.
   d. Read your patients' charts.
   e. Give your patients' charts to the doctor.
   f. Find where everything is at the nurse's station.

VERBAL DIRECTIONS

Close your books and notebooks.

Review of put.

Vocabulary

cup	chair	thermometer
glass	desk	tissues
pitcher	bedside table	towel
tray	drawer	bath basin
straw	vase	emesis basin
spoon	flower	bedpan
		urinal

Put the glass on the tray.
Put the tray on the desk.
Put the pitcher on the tray.

Put the straw in the glass.
Put the spoon in the cup.
Put the towel in the bath basin.

Vocabulary

pick up

Pick up the vase.
Pick up the flowers.

Pick the vase up.
Pick the flowers up.

Pick up the vase. Pick it up.
Put it on the table.

Pick up the flowers. Pick them up.
Put them in the vase.

While Student A follows the directions, watch to see if Student A follows the directions correctly. (Tr3)

PRACTICE LISTENING

Use the Chart of People in Unit II.

Mr. A is taller than Mr. B.
Mr. B is shorter that Mr. A.

Ms. F is thirner than Ms. E.
Ms. E is fatter than Ms. F.
Ms. D is fatter than Ms. E.

Is Mr. A taller than Mr. B?	Yes.
Is Mr. G older than H?	Yes.
Is H older than Mr. G?	No.

"PUT DOWN" MATCHING GAME

PLACES:	Patient's Table	Nurse's Table	Patient's Tray	Nurse's Desk
Patient C's				
Patient C's				
Patient B's				
Patient P's				
Patient Z's				

OBJECTS:

cup	pitcher
glass	vase
straw	tissues
spoon	thermometer

UNIT V

THE HUMAN BODY

LECTURE PREVIEW

The lecture about the human body has three parts. Part 1 is about the outside of the body in the front. Part 2 is about the outside of the body in the back. Part 3 is about the internal body.

The purpose of the lecture on the human body is to give you the English vocabulary for the various parts of the body.

Listen for these important points in Part 1 - The External Body - Front.

1. What are the parts of the head? Does the lecturer leave out any parts of the head?
2. What are the parts of the arms and legs?
3. What are the parts of the upper and lower portions of the main body?
4. What are the parts of the body that have different names on the male and female?

Listen for these important points in Part 2 - The External Body - Back.

1. What are the parts of the body that are different from those in Part 1?
2. Are there any parts that are different for the male and female?

Listen for these important points in Part 3 - The Internal Body.

1. What are the internal parts of the head?
2. What is the difference between the esophagus and the windpipe?
3. What are the organs in the abdomen?
4. What are the parts of the internal body that are different for the male and female?

VOCABULARY

Part 1 The External Body - Front

abdomen
umbilicus
belly button
pelvic region
reproductive area
pubic area - female
scrotum - male
penis

milk
supplying milk
newborn baby
the same
medical talk - medical term
everyday talk
differences

Part 2 The External Body - Back

running from your neck all the way down your back
really
a lot of
bones
slang
if
get into trouble

Part 3 The Internal Body

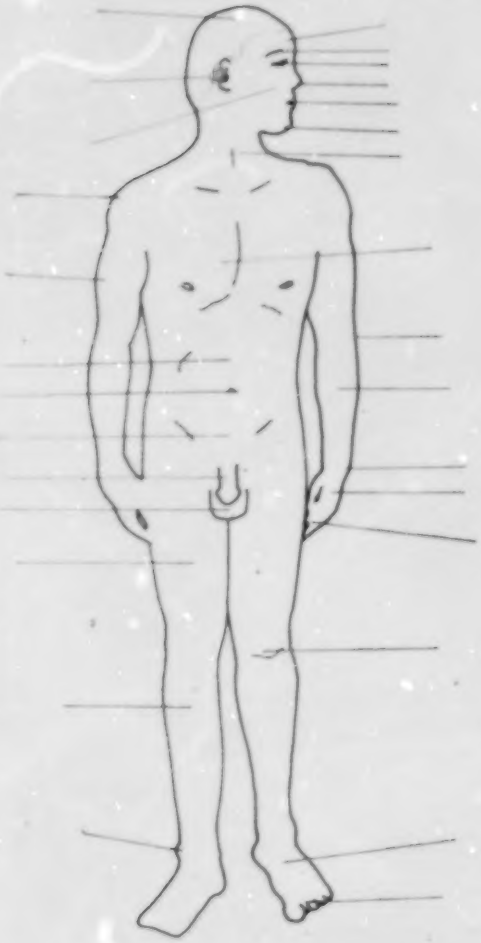
brain
nasal cavity
tongue
teeth
oral cavity
esophagus
throat (inside)
windpipe
lungs
heart
stomach
liver
kidneys
urine
ureters
bladder
small intestine
large intestine
ovaries
fallopian tubes
uterus
cervix
vagina
testes, testicles

starting - beginning
takes up - uses (up)
air
size
fist
moving down - going on down
tubes
one of the few places
eggs
produce
lead to - go to
opening
system
major vs minor

VOCABULARY DICTATION

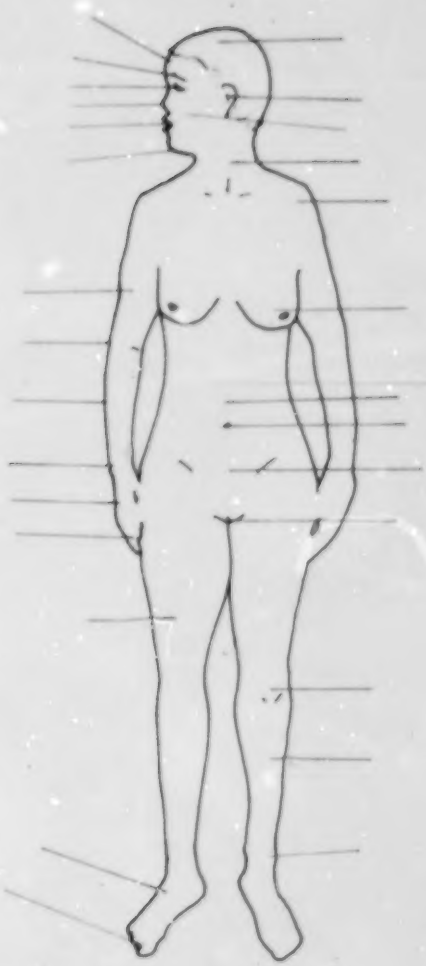
Lecture: The Human Body

CHART 1 External Body - Front, Male



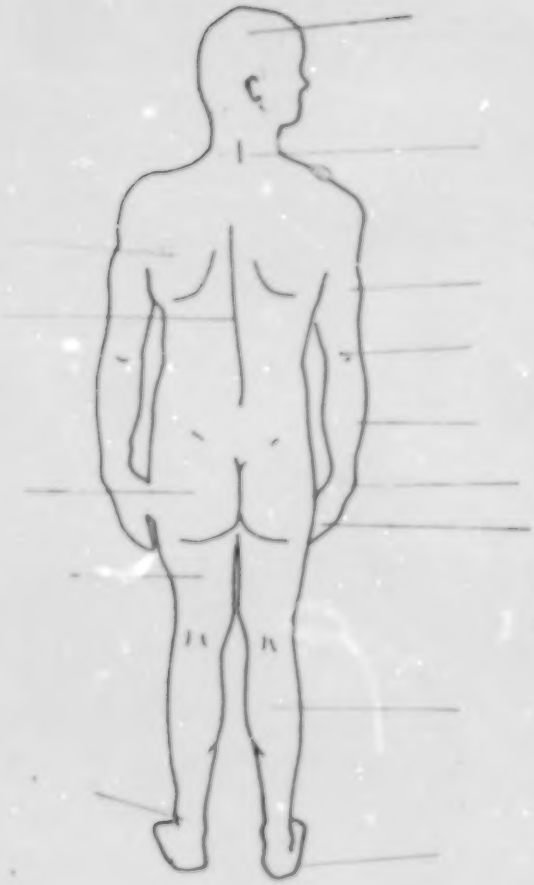
Lecture: The Human Body

CHART 2 External Body - Front, Female



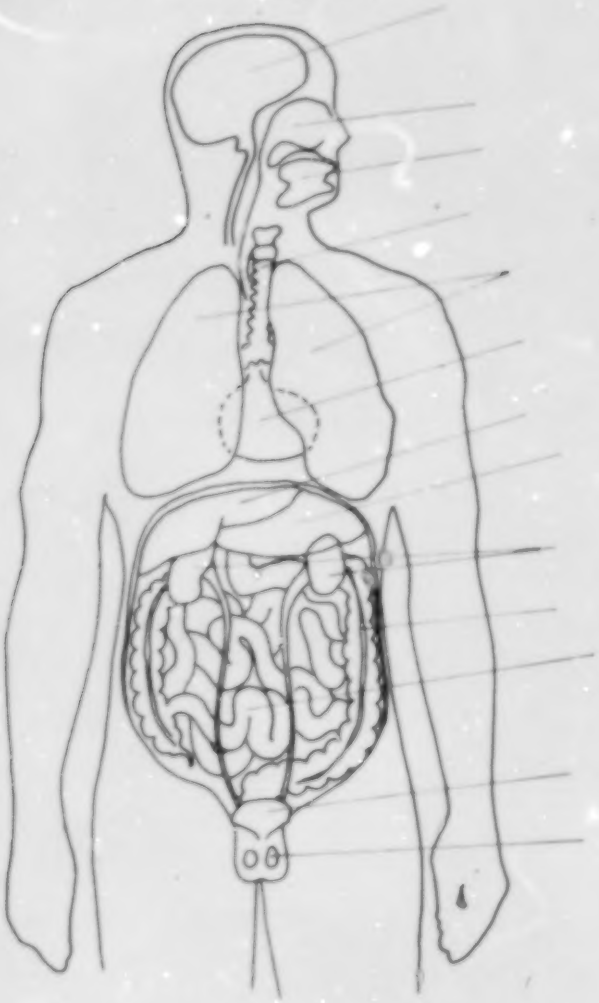
Lecture: The Human Body

CHART 3 External Body - Back



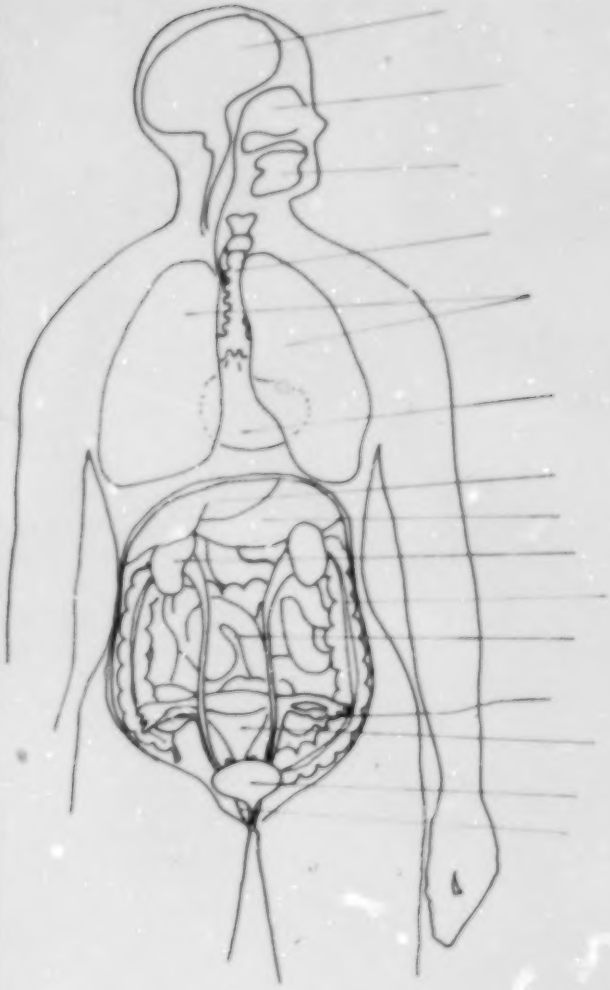
Lecture: The Human Body

CHART 4 Internal Body, Male



Lecture: The Human Body

CHART 5 Internal Body, Female



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LECTURE The Human Body

Listen to the lecture. Use the body charts in your book. Write in the names of the body parts as you listen to the lecture.

LECTURE OUTLINE

Listen to the lecture again. Fill in this outline or write your own outline.

Part 1 The External Body - Front

I. Head
   A. The head is between the _____ and the _____.
   B. Parts of the head in front
      1. forehead
      2.
      3.
      4.
      5.
      6.
      7.

II. Neck
   A. The neck is between the _____ and the _____.
   B. Parts of the neck
      1. The inside is the _____.
      2. The outside is the _____.

III. Shoulders

IV. Upper portion of the body in front
   A. Male
      1.
   B. Female
      1.
         a. nipples are part of the _____.

V. Arms
   A. Parts of the arm
      1. upper arm
      2.
      3.
      4.
      5.
      6.
      7.

VI. Abdomen
   A. Navel -
      1. umbilicus (medical term)
      2.

VII. Pelvic region

VIII. Female reproductive area
   A.

   Male reproductive area
   A.
   B.

IX. Legs.
   A. upper leg
      1.
      2.
   B. lower leg
      1. shin - front
      2. - back
      3.
      4.
      5.

X. Differences outside

A. Male

1.
2.
3.

B. Female

1.
2.

Part 2 The External Body - Back

I. All parts are the same for the male and for the female.

A.
B.
C.
D. back of arms
1. 4. back of hand.
2.
3.
E. backbone
1. from the neck down your back, many small bones

F.
G. back of leg
1. 5. foot
2.
3.
4.

Part 3 The Internal Body

Most internal organs are the same for the female and male.

I. Inside the head

A.

B.

C. inside the mouth - oral cavity

1.

2.

II. Throat

A. Esophagus

1. Most people say _____.

2. goes to _____.

B. Windpipe

1. carries air to your _____.

2. Windpipe is in front of the _____.

III. Chest area

A.

B.

1. behind the _____.
2. If you make a fist that's about how big your heart is.

IV. Abdomen - abdominal area

A.
B.
C. Urine is formed in the kidneys.
D. Urine goes down two little tubes from the kidneys:
Ureters- take urine from kidneys to bladder.
E. Food goes into small intestine from the stomach.
F. Food goes into large intestine from the small intestine.

V. Internal reproductive organs

A. bladder
holds urine
NOTE: Is the bladder part of the reproductive organs?

B. Parts of the female reproductive organs

1.

2. fallopian tubes

3. uterus

4. cervix

5. vagina

C. Parts of the internal male reproductive organs

1. inside scrotum -

DISCUSSION

QUIZ

Listen to the questions. More than one answer may be correct for each question. Mark all the answers that are correct for each question.

1. a. head
   b. chest
   c. navel
   d. neck
   e. arm

2. a. forehead
   b. chin
   c. eyebrows
   d. eyes
   e. mouth

3. a. mouth
   b. forehead
   c. eyebrows
   d. chin
   e. eyes

4. a. forehead
   b. neck
   c. eyebrows
   d. eyes
   e. throat

5. a. below the eyes
   b. next to the eyes
   c. above the eyes
   d. behind the eyes

6. a. head
   b. abdomen
   c. neck
   d. chest
   e. chin
   f. shoulders

7. a. below the eyes
   b. behind the eyes
   c. above the eyes
   d. in front of the eyes

8. a. on the abdomen
   b. between the arms
   c. between the upper arm and the forearm
   d. between the wrist and the forearm

Quiz continued

9. a. forearm
   b. hand
   c. thumb
   d. elbow
   e. upper arm

10. a. wrist
    b. fingers
    c. upper arm
    d. forearm
    e. shoulders

11. a. chest
    b. front
    c. breast
    d. top
    e. lungs

12. a. navel
    b. neck
    c. lungs
    d. heart
    e. spine
    f. ears

13. a. elbow
    b. wrist
    c. upper arm
    d. forearm

14. a. chest
    b. liver
    c. navel
    d. belly button
    e. stomach

15. a. liver
    b. stomach
    c. shoulders
    d. small intestine
    e. heart

VERBAL DIRECTIONS

Close your books and notebooks.

Vocabulary

back up
reverse
turn around
face

outside
inside
forward
backward
sideways
back and forth
up and down

Go outside.
Go inside.

Go forward(s).

Go backward(s).
Go back.
Back up.
Reverse your direction.

Go back and forth.

Go up and down. (the room/the row)

Turn around.

Face me.

Face sideways.

Face the other way.

V

S2

"BODY ENGLISH" MATCHING GAME

Use the Matching Game body charts in your book. Listen to the statements your teacher makes. For each statement, put the number of the statement on the line pointing to the correct body part. Sometimes the body part is not mentioned by name in the statement. (Trl)

"GIVE AWAY" MATCHING GAME

Write the correct word in the correct space.

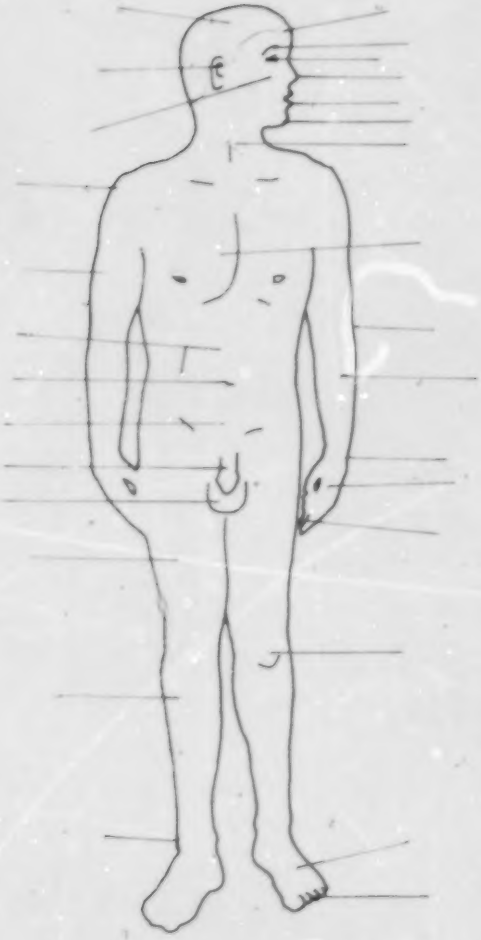
Patient / Nurse	B	D	P	T	V
B					
D					
P					
T					
V					

glass
pitcher
bath

bath basin
bedpan

"Body English" Matching Game

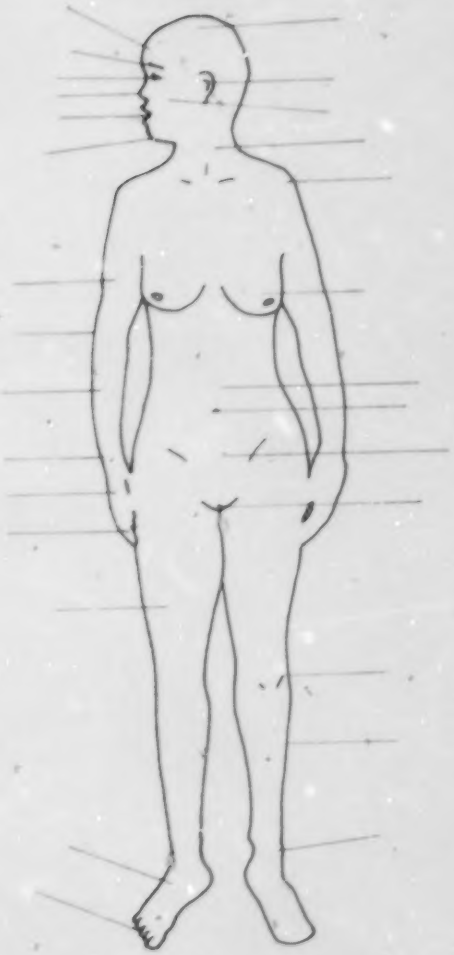
CHART I External Body - Front



S1

"Body English" Matching Game

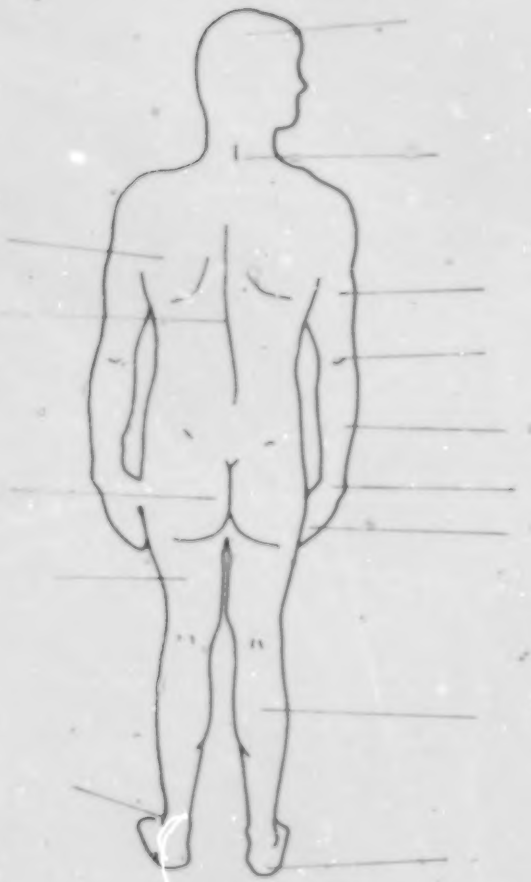
CHART 2 External Body - Front



56

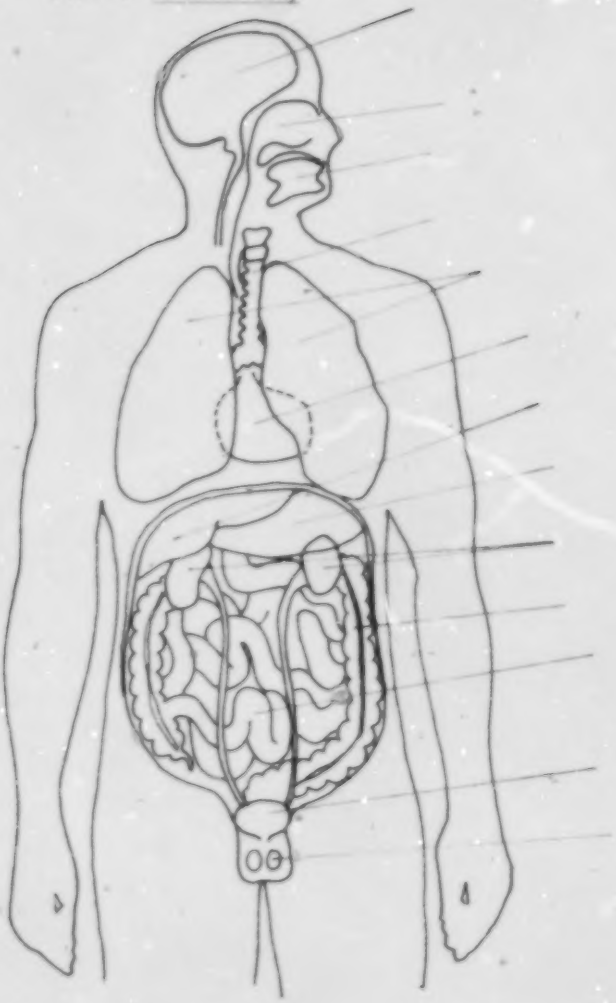
"Body English" Matching Game

CHART 3 External Body - Back



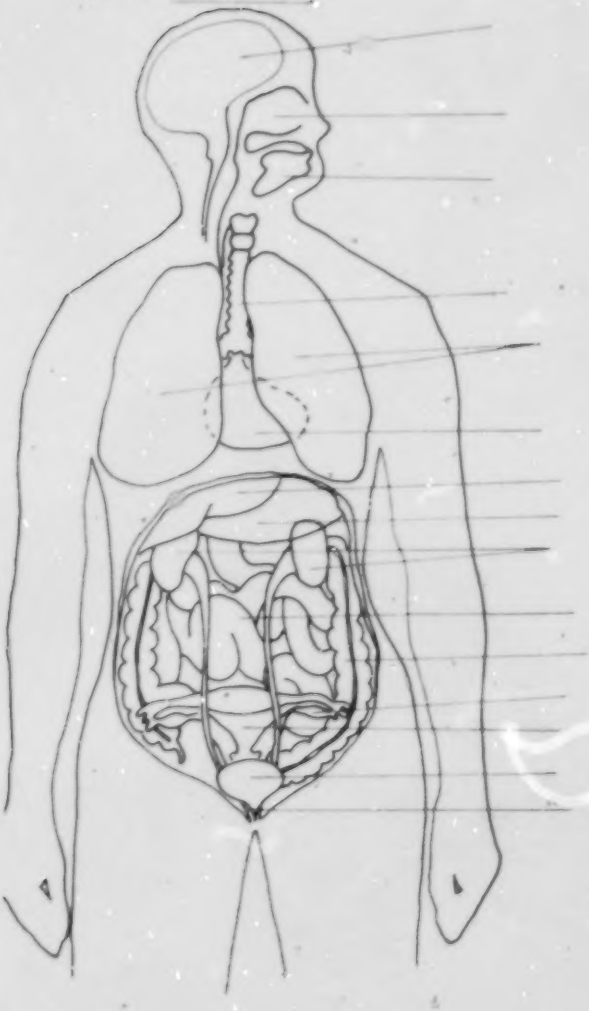
."Body English" Matching Game

CHART 4 Internal Body



"Body English" Matching Game

CHART 5 Internal Body



UNIT VI

ASEPSIS IN THE HOSPITAL

LECTURE PREVIEW

The purpose of this lecture is for you to understand about cleanliness in the hospital.

As you listen to the lecture, listen for these important points:

1. What two types of germs are there?
2. What two harmful germs cause the most infections in the hospital?
3. What three words should you know?
4. What are some of the things that have to be sterile?
5. Why do they have to be sterile?
6. What is surgical asepsis?
7. What are some of the things that have to be clean?
8. Why do they have to be clean?
9. How should you wash anything? How should you wash your hands, in particular?
10. What are some ways to contaminate something, to transmit germs?
11. What is medical asepsis?

VOCABULARY

Part 1
asepsis
have to do with
get rid of
germs = micro-organisms that can grow
  micro-organisms = very small living bodies
antiseptic
against
refer to
disease
kind (N)
staph (A), staphylococcus (N)
strep (A), streptococcus (N)
source
sterile; sterilized
whatever
clean
contaminated

Part 2
bandages
packages
container
as long as (time)
needles; injection needles
inner part
opening, orifice
puncture wound
surgical asepsis = asepsis inside the body
natural defense - like the skin
vulnerable

Part 3
disinfect; disinfectant
hang down
turn off
faucet
forceps
touch
only

Part 4
believe
ways
You wouldn't believe how many ways there are.
think; without even thinking about it
sneeze, kachew
cough
fluff out
airborne
considered to be

Part 5
keep germs out of
keep germs from
spread
harder = more difficult
surface
insects
feel like
wet
more easily than
travel
right along
a lot less

VOCABULARY DICTATION

LECTURE Asepsis in the Hospital

Listen to the lecture.

LECTURE OUTLINE

Listen to the lecture again and fill in the outline as you listen, or write your own outline.

Part 1 Germs

1. Asepsis has to do with cleaning, to get rid of

_____ (micro-organisms).

2. Two types of germs: _____

3. _____ means against dirt. Septic means

_____.

4. In the hospital, two kinds of disease germs:

_____ylococcus - staph infection

_____tococcus - strep infection

--the biggest sources of _____ in the hospital.

5. Three words you should know:

_____ - no germs of any kind

_____ - after washing; no harmful germs

_____ - has germs on it,

any germs on things that were _____,

harmful germs on things that were _____.

Part 2 Sterile

6. Have to be sterile:

_____

because they come in contact with the _____ part of the body.

7. _____ asepsis - don't want germs to get into the body and start _____.

Part 3 Clean

8. Have to be clean but not sterile:

_____

9. Words like _____ and _____ mean to get things _____.

10. When washing anything, go from _____ ___ _____.

11. When you wash your hands, start with your _____ and go to your _____. Your hands should always _____ _____.

12. When giving patient a bath, start with _____.

13. Touch the patient only with the _____ part of anything.

Part 4 Contaminated

14. Many ways to _____ something.

15. You can contaminate sterile things by _____ them.

16. You can contaminate something by

_____

17. Only _____ things should touch sterile things.

18. Someone with _____ contaminates anything they touch.

Part 5 Summary

19. Surgical asepsis: keeping germs out of the _____ _____ asepsis: keeping germs from spreading _____ one person _____ another.

20. Germs can be transmitted by

_____

21. Wet things carry _____ more easily than dry things.

22. Wash from _____ to _____.

You'll have less trouble with _____ spreading.

DISCUSSION

QUIZ 1

Your teacher will read you some statements, but not the last word or two in each statement. Listen to each statement and look at your list of words. Which word finishes the statement correctly? Put the statement number next to the word that finishes the statement correctly. Put only one number by each word. Not all the words will have numbers. (Tr1)

a. body	l. harmful
b. contaminated	m. helpful
c. face	n. infection
d. germs	o. air
e. harmful germs	p. sterile
f. clean	q. antiseptic
g. dirty	r. no germs
h. hands	s. sterile
i. thermometer	t. surgical asepsis
j. medical asepsis	u. water
k. arms	v. wet

QUIZ 2

There may be more than one correct answer for a question. Mark all correct answers.

1. a. Germs.
   b. Staph.
   c. Strip.
   d. Strep.

2. a. Hang your hands down.
   b. Turn off the faucet with your hand.
   c. Wash from clean to dirty.

3. a. Asepsis.
   b. Germs.
   c. Harmful.
   d. Helpful.

4. a. All germs are taken off.
   b. Helpful germs are taken off.
   c. Harmful germs are taken off.

5. a. Your hands.
   b. Germs.
   c. Your shoes.
   d. Telephone.

6. a. No germs.
   b. No germs of any kind.
   c. Contaminated.
   d. Bandages.

7. a. Thermometers.
   b. Hands.
   c. Needles
   d. Bandages.

8. a. Sneeze.
   b. Cough.
   c. Insects.
   d. Air.

9. a. Has no germs.
   b. No germs of any kind.
   c. Has germs.
   d. Has harmful germs.

10. a. To get rid of germs.
    b. To contaminate.
    c. Germs.
    d. Water bottles.

VERBAL DIRECTIONS

Close your books and notebooks and listen to the directions.

Vocabulary

	come	over
	go	over
	help	with
	find	where
Review:	get	for

Come over here. (from across the room)

Go over there. (across the room)

Come over here | to the desk.
to me.

Go over there | to the door.
to Mrs. A.
to Mrs. A's desk.

Go over there and get me | the dictionary.
an oral thermometer.
the antiseptic.

Come over here and | take this bedpan.
take this lotion to Mrs. A.

Come over here and | help me with this bed.
help me with this patient.

Get some sheets for me.
Get some sheets and help me with this bed.

Get the antiseptic for me.
Get the antiseptic and help me with this bedpan.

Get a dictionary for me.
Get a dictionary and help me with this word.

Where's the dictionary?

Find the dictionary for me.

Where's the thermometer?

Find the thermometer for me.

"HIDE AND SEEK" GAME

Have different objects in the room.

Student A tells Student B to go out of the room. Then Student A tells Student C to hide something. Student A tells Student B to come back in the room and asks Student B to find the object.

EXAMPLE:

Student A to Student B: Go out of the room.

Student B goes out of the room.

Student A to Student C: Put the tissues in the bath basin.

Student C puts the tissues in the bath basin.

Student A to Student B: Come back in the room now.

Student B comes back into the room.

Student A to Student B: Find the tissues.

Student B finds the tissues.

Then Student B tells Student C to go out of the room, etc.

(Tr2)

UNIT VII

ABBREVIATIONS AND MEASUREMENT

UNIT PREVIEW

There are two long lectures in Unit VII. Lecture 1 is on Abbreviations. Read the preview and vocabulary for that lecture before you listen to the lecture. Lecture 1 has no quiz. Instead, there is a Matching Game for you to test how much you remember of the abbreviations.

Lecture 2 is on Measurement. Again, read the lecture preview and vocabulary before you listen to the lecture. Measurement is very important in the hospital, and this lecture will tell you how to measure. There is a quiz for Lecture 2.

In this unit, you are given a Listening Assignment. The assignment is to call a number on the telephone and listen to a recorded message.

[LECTURE 1 PREVIEW]

ABBREVIATIONS

The purpose of this lecture is to explain the meaning of some of the common abbreviations you will see in the hospital. Some of the abbreviations are used in speaking. Some of the abbreviations are written down. All of the abbreviations are important. Most of the abbreviations in this lecture are used only in the hospital.

The lecture is divided into four parts. Part 1 is about abbreviations for time. Listen for these important points in Part 1.

1. What does AM mean?
2. What does PM mean?
3. What does AC mean?
4. What does PC mean?
5. What does q^{2}h mean?
6. What does qd mean?
7. What does BID mean?
8. What does TID mean?
9. What does QID mean?

Part 2 is about three abbreviations that are written down. Listen for these important points in Part 2.

1. What does ℞ mean?
2. What does ℈ mean?
3. What does HS mean?

Part 3 is about three more important abbreviations having to do with conditions. You might hear these in the hospital. You might see them written down. Listen for these important points in Part 3.

1. What does ad lib mean?
2. Which abbreviation means "as necessary"?
3. What does SOS mean?

Lecture 1 Preview continued

4. Do BOE and prn mean the same thing?

Part 3 is about two important abbreviations you should know. Listen for these important points in Part 4.

1. What does NPO mean?

2. Can an NPO patient have water to drink?

3. What does STAT mean?

4. Who might use the abbreviation STAT in the hospital?

VOCABULARY Lecture 1

Part 1
have heard
guess
turn your patient
every 2 hours
heating pad
physical therapy
two times a day

Part 2
with; without
dry skin
sleep
bedtime = time to go to bed
back rub
turn out the light

Part 3
as desired
as much as
no restrictions
as necessary
pain
prescription
medication = medicine
distress signal
if necessary

Part 4
nothing by mouth
If you don't learn anything else, learn NPO.
sign (N: the object)
as important as
emergency
right now
Drop whatever you are doing. = Stop whatever...

VOCABULARY DICTATION

LECTURE 1 Abbreviations

Listen to the lecture.

LECTURE 1 OUTLINE

Listen to the lecture again and fill in this outline, or write your own outline.

Part 1 Time

1. Today: Some of the common _____ in the hospital.
2. AM _____

   PM _____ - afternoon or evening
3. AC _____

   PC _____
4. q^2h - q^2hours _____

   _____ every 4 hours

   _____ every 8 hours
5. qd _____
6. BID _____

   _____ 3 times a day

   _____ 4 times a day

Part 2 With, Without, and Bedtime

7. Two important abbreviations written down:

   $\bar{p}$ _____

   $\bar{g}$ _____

   Example: Give bath _____ dry skin lotion

91

8. Hs or hs _____ You'll see this if you work _____.

9. Usual bedtime in most hospitals: _____

Part 3 Conditions

10. ad lib _____

11. prn _____

Example: Give pain medication, _____.

12. SOS _____

(not a distress signal in the hospital)

Part 4 NPO and STAT

13. NPO _____

14. Very important: _____ food, _____ water, _____ ice -- NOTHING BY MOUTH.

15. STAT _____

Also very important.

16. If doctor or nurse says do something _____, _____ whatever you're doing and _____ whatever they _____ you.

DISCUSSION

LECTURE 2 PREVIEW

MEASUREMENT

The purpose of this lecture is to show you how you will use measurement in the hospital. You will need to know the metric system. You will need to know how to take accurate measurements of liquids.

There are six parts to this lecture. Part 1 is about cubic centimeters and milliliters. Listen for these important points in Part 1.

1. What are the two systems or ways of measuring that you will see in the hospital?

2. What formula do you learn in this part?

3. What does a milliliter measure, volume or length (how long)? What does a milimeter measure?

Part 2 is about changing ounces to cubic centimeters and milliliters. Listen for these important points in Part 2.

1. What formula do you have to remember to change ounces to cubic centimeters?

2. What does "3 ovrt" mean?

Part 3 is about measuring Intake and Output. Listen for these important points in Part 3.

1. What is the abbreviation for intake and output?

2. What kinds of things do you measure for intake and output?

3. What should you do if your patient does not have about equal amounts of intake and output?

Part 4 is about IV bottles. You will learn what to notice about IV bottles in Part 4. Listen for these important points.

1. How many cc's do most IV bottles hold?

2. About how much IV liquid should a patient take in every hour?

3. What should you do if you notice an IV bottle is running too fast or too slow?

Part 5 is about symbols you might see on medicine bottles or in prescriptions. Listen for these important points in Part 5.

Lecture 2 Preview continued

1. What is the symbol for dram?

2. What is the symbol for ounce?

3. Where will you see these two symbols?

4. What kind of numbers are usually with these symbols?

Part 6 is a review section. There are some I&O problems in Part 6. Be sure you understand how to do all the I&O problems in this lecture.

VOCABULARY Lecture 2

Part 1
side
knowing how
*

Part 2
liquid
IV, intravenous feeding
carefully
responsibility
accurate
diet
solid food
column
altogether
something solid (object)
flat
amount
hold (the glass holds 6 ounces)
half
damage
indicate
about the same
maintain balance
average 8-hour shift
reverse
dehydration
malfunctioning

Part 4
quart
pint
notice (V)
too fast
solution
cardiac
load, strain
regulator; setting (on the regulator)
fix

Part 5
Roman numerals
dot

* No new vocabulary in Part 2

9 i

VOCABULARY DICTATION

LECTURE 2 Measurement

Listen to the lecture.

LECTURE 2 OUTLINE

Part 1 Cubic Centimeters and Milliliters

1. Today: How they measure things in the _____ _____.
2. On the emesis basin and the urinal: lines for measuring
   One side: _____
   The other side _____ (_____)
3. They're marked _____ for ounces, and
   _____ for cc.
4. Most things in the hospital are measured by _____.
5. It's very important to _____ to measure.
6. Sometimes you'll see _____ - milliliter.
   1 ml is the same as _____.
   Milliliter is a measure of _____.

Part 2 Changing Ounces to CC and ML

7. A lot of times in the hospital, you have to change _____
   into _____ and _____ back to _____.
   Remember: _____.
   You might see: _____ ml = _____

Part 3 Intake and Output

8. One of the most important places for measuring:
   _____ - _____
9. I&O are always _____.

10. Patients with surgery or IV usually have _____
    It has to be measured very carefully.
11. I&O is usually measured in _____.

12. If a patient has
    4 ounces juice = _____ cc
    6 ounces soup = _____ cc
    6 ounces coffee = _____ cc
    what's his total _____? _____cc
13. Always check and _____ how many _____
    your hospital has in its cups, bowls, etc.

14. Write the amount of liquid in a urinal in the _____
    column.

15. You have to know two things:
    _____ a container holds, _____ was
    in there and _____ the patient drank.

16. If patient's intake is 1500 and output is 700, something
    is _____.
    Intake and output should be about _____.
17. In average 8-hour shift: about _____ cc intake
    and output. If not, tell _____.

Part 4 IV Bottles

18. _____ bottle usually: _____cc

1000 cc about = _____

Some IV bottles: _____cc = _____

19. IV running too fast - _____ solution going into body - can cause _____ overload.

20. Tell _____. _____ ever touch regulator!

21. Not enough IV solution can be very _____.

Tell _____.

Part 5 Drams and Ounces

22. Two symbols: _____ _____

23. They may have Roman numerals _____ them: _____

24. On medicine bottles - tells _____ medicine in the bottle.

Part 6 Review

25. A patient has _____ coffee, _____ soup, and _____ jello, and ate only half the jello.

. What do you write on _____ sheet? _____ cc _____

26. A patient uses the urinal. It's filled to halfway between and 4 _____. How many cc's Output, _____

DISCUSSION

LECTURE 2 QUIZ

1. a. Ounces and cubic centimeters.
   b. Milliliters and ounces.
   c. Cubic centimeters and milliliters.

2. a. oz. b. ml. c. cc.

3. a. 1 ml. b. 1 ounce. c. 30 ounces.

4. a. how long something is. c. cubic centimeters.
   b. volume.

5. a. how long something is. c. 30 ounces.
   b. volume.

6. a. Intake and Overload. c. Intake and Output.
   b. Inside and Outside.

7. a. Water. b. Juice. c. Chicken.

8. a. Tea. b. Meat. c. Cup.

9. a. Sandwich. b. Coffee. c. Plate.

10. a. Water. b. Meatloaf. c. Jello.

11. a. Coffee. b. Urine. c. IV.

12. a. too much work. b. overload. c. heart.

13. a. wet. b. dry. c. too much IV solution

14. a. 30 cc. b. 1 ounce. c. 30 ml.

15. a. 3 b. 3 c. 3

16. a. 3 b. 3 c. oz

17. a. 4 cc. b. 120 cc. c. 130 cc.

18. a. 180 ml. b. 6 ml. c. 6 ounces.

19. a. 4 ounces. b. 120 cc. c. Nothing.

20. a. 4 ounces. b. 120 cc. c. Nothing.

VERBAL DIRECTIONS

Close your books and notebooks.

Vocabulary look at

Look at page ___.

Look at your chart.

Look at the patient's chart.

Look at the patient's chart and tell me what it says.

Look at the urinal and tell me how much is in it.

LISTENING ASSIGNMENT

For more listening practice, dial the following numbers. You will hear a recording at each of these numbers. You do not have to say anything; just listen.

943-3211 Time

847-0334 Honolulu weather

841-5028 Oahu weather

845-3921 Marine forecast: Hawaii waters for boating

847-1952 Surfing forecast, Oa

847-1966 Pilot Weather Service (for flying an airplane)

(Trl)

"SHORT-ORDER" MATCHING GAME

Write the correct abbreviation in the correct space.

	Berry	Perry	Roy	Lorrie	Terry
Dan					
Dane					
Dana					
Paul					
Paula					

Abbreviations

AM	qd	HS
PM	BID	ad lib
AC	TID	prn
PC	QID	SOS
q^2h	$\bar{c}$	NPO
q^4h	$\bar{s}$	STAT
q^8h		

UNIT VIII

EMERGENCIES IN THE HOSPITAL

LECTURE PREVIEW

This Lecture tells you about what to do in case of emergencies in the hospital. It tells how to avoid panic. In general, the lecture tells you the answers to these three questions:

1. To avoid panic in the hospital, what four codes should you know?

2. When you know of an emergency, how should you report it?

3. When you hear an emergency code, what should you do?

The lecture is in four parts. The first part raises some questions about fire that you should think about in order to avoid panic.

Part 2 tells you about fire in the hospital and what you can do about it. Listen for these important points in Part 2.

1. What is the most important thing to know about reporting fires in the hospital, and how do you report a fire?

2. If you find a small minor fire, what should you do?

3. What are two kinds of fire extinguishers and what kinds of fires are they for?

4. For a fire in a patient's room, what should you do?

5. If a patient's bedding or clothes are on fire, what do you do?

6. If you are off your ward and there's a fire, what do you do?

7. When there's a fire, what about doors, air conditioning and elevators?

Part 3 tells you about what to do in case of a cardiac arrest emergency. Listen for these important points in Part 3.

1. What is cardiac arrest?

2. What is the code for cardiac arrest in most hospitals?

3. If you hear a Code 300, what should you do?

4. If you are with a patient who has cardiac arrest, what should you do?

5. What does Code Alert mean?

Lecture Preview continued

Part 4 tells you about bomb threats in the hospital and reminds you about the other emergencies. Listen for these important points in Part 4.

1. What is a Bomb Threat Alert and what is the code?

2. If there's a BTA, what should you do? What should you NOT do?

3. Besides Code BTA, what three codes should you remember?

VOCABULARY

Part 1
fire escape
escape plan
fire drill

Part 2
especially
happen
cuts down
intercom
lot
page; paging = call; calling
supposing
calmly
do something about it
put out the fire
  put the fire out
  put it out
cloth
exactly
fire extinguisher
steam
hose
silver (color)
chemical
electrical
drop
cigarette
ambulatory
move him
on fire = burning
beat it out
smother it
hit the call button
stay with

somewhere else
steel
smoke
blow through

Part 3
beating (heart)
get out of the way
rushing
could
congestive heart disease
dead
artificial
heart attack
someone else
Coronary Care Unit
intensive care

Part 4
alert (N)
difficult situation
search
lives or dies
work = operate
heavy
upright
trigger
aim (V)
Don't try...unless...
fireproof
unconscious

VOCABULARY DICTATION

LECTURE Emergencies in the Hospital

Listen to the lecture.

LECTURE OUTLINE

Part 1 Panic

1. The lecture is about how to avoid _____.
2. Important: To know what the _____ is for fire.

Part 2 Fire

1. _____ do happen in hospitals.
4. Knowing _____ cuts down panic.

5. Most important: Your hospital's _____ for reporting fires. Let the staff know, but _____ the _____ _____.
6. Some hospitals use _____ for fires.

7. For a small fire in the linen room:
   _____ to nurse's station, report _____
   "There's a _____ in the linen room."
   Do not say, _____.

8. A minor fire-- you can do something about it. Perhaps it's a _____ fire.
9. You should _____ exactly _____ every _____ _____ on your floor _____.
10. 2 kinds of fire extinguishers:
    _____ - for paper or cloth fires
    _____ - for electrical fires

11. A fire in the patient's room: _____ comes first-- get him _____.
    Then _____ the fire and _____.

12. If a patient's bedding or clothes on fire:
    Beat it _____ or smother it.
    Hit _____ button. _____ with patient.

13. If you are off your ward and hear fire report:
    If fire is near your ward, _____ your ward.
    If it's not on your floor, _____ fire is to help.

14. If fire on a ward:
    _____ fire doors,
    _____ patients' doors,
    _____ air conditioning.

15. When there's a fire, _____ use elevators.
    _____ where _____ _____ are
    and how to get there.

Part I Cardiac Arrest

16. A hospital has to have a _____ for cardiac arrest.
    Most hospitals use _____.

17. When you hear a Code 500, _____ where and get out of the way.

18. _____ means patient could go into cardiac arrest.

19. You may learn _____--cardiopulmonary resuscitation.

20. If you are with a patient with cardiac arrest and someone else is with you, _____ _____, room and bed.

21. When you hear Code 500, find out _____ _____. Mostly hear Code 500 in _____--Coronary Care Unit and _____--Intensive Care Unit.

Part 4 Code BTA

22. _____means Bomb Threat Alert,--_____ a drill. It means someone called and said there's a bomb in the _____.

23. You should know _____ _____ when you hear Code BTA.

24. All right. _____what your hospital uses for fire. Remember Code _____.
Know the code _____ for your hospital.

25. Don't try to put out a fire unless it's _____.

26. Your hospital is _ _____ fireproof.

DISCUSS!

QUIZ

There may be more than one correct answer for a question. Mark all correct answers.

1. a. Code BTA.
   b. Code Alert.
   c. Code Red.
   d. Code 500.
   e. Dr. Smoke.

2. a. Code BTA.
   b. Code Alert.
   c. Code Red.
   d. Code 500.
   e. Dr. Smoke.

3. a. at the nurse's station.
   b. to the staff.
   c. to the patients.
   d. calmly.
   e. in panic.

4. a. report it to the patient.
   b. report it to the staff.
   c. report a Code 500.
   d. avoid it.
   e. put it out.

5. a. Fire extinguishers.
   b. Fire escapes.
   c. Fire doors.

6. a. Report the fire.
   b. Put the fire out.
   c. Get the patient out of the room.
   d. Find the fire extinguisher.
   e. Tell the patient there's a fire.

7. a. Smother it.
   b. Beat it with your hands.
   c. Go to the nurse's station.
   d. Call the nurse.
   e. Stay with the patient.

8. a. Turn off the lights.
   b. Turn off the air conditioning.
   c. Close the patients' doors.
   d. Close the fire doors.

9. a. When there's an emergency.
   b. When there's panic.
   c. When your heart beats.
   d. When your heart stops beating.

10. a. Find out where it is.
    b. Put out the fire.
    c. Find the fire extinguisher.
    d. Get out of the way.
    e. Find out where the fire is.

11. a. there's a bomb in the hospital.
    b. Coronary Care Unit.
    c. a way of bringing back someone with a heart attack.
    d. a patient is in cardiac arrest.
    e. a patient could go into cardiac arrest.

12. a. there's a bomb in the hospital.
    b. Coronary Care Unit.
    c. a way of bringing back someone with a heart attack.
    d. a patient is in cardiac arrest.

13. a. there's a bomb in the hospital.
    b. Coronary Care Unit.
    c. a way of bringing back someone with a heart attack.
    d. a patient is in cardiac arrest.
    e. a patient could go into cardiac arrest.

14. a. Dr. Smoke.
    b. chemical.
    c. fire.
    d. bomb.
    e. Code 500.

15. a. Where the fire extinguishers are.
    b. Where the fire escapes are.
    c. What the code for fire is.
    d. What the code for cardiac arrest is.
    e. What to do in case of emergency in the hospital.

VERBAL DIRECTIONS

Close your books and notebooks.

Vocabulary push
pull

Push the desk over here.

Push the wheelchair down the hall.

Pull the desk over here.

Pull the curtains around the bed.

Push the call button.

Pull the cord.

Pull the handle.

Pull the handle of the alarm.

Pull the handle and ring the alarm.

LISTENING ASSIGNMENT

Call Tel-Med and listen to a tape about health.

Tel-Med in Hawaii is a collection of tape-recorded health messages to help people understand various things about medicine, health and safety. The tapes are 3-7 minutes long. (Tape No. 429 can give you more information about Tel-Med.)

You can call Tel-Med Monday through Friday from 12 noon to 8 p.m.

Here's what you do:

1. Call 521-0711.
2. Tell the operator who answers the number of the tape you want to hear.
3. Listen to the tape.
4. If you don't understand enough the first time you listen, call 521-0711 again and ask for the same tape number.

Here are some of the Tel-Med tapes with their numbers. Select one to listen to and perhaps tell about in class.

93 Electrical Shock
108 Fainting
123 Chemical Burns
406 Accidents, Safety and Young Children
10 Poisons in Your Home
64 Flies: Dirty and Dangerous
63 Early Warning Signs of a Heart Attack
72 Heart Failure--What is it?
27 Health and Heart Check-up
21 Cigarette Smoking and Heart Disease
696 How Smoking Affects Your Health
603 Breakfast, Why is it Important?
608 Snacks--Make Yours Count

In the next class period, maybe you can tell the class what you learned from the tape you listened to.

(Trl)

UNIT IX

COLORS IN THE HOSPITAL

LECTURE PREVIEW

This lecture will tell you about two colors in the hospital and why they are important. The lecture is in three parts. Part 1 is about the color red and its importance in the hospital. Listen for these important points in Part 1.

1. What two colors are the most important in the hospital?

2. Where will you find these colors when you will be most concerned?

3. What does red skin usually mean?

4. You should report a fever when it gets how high?

5. When a patient with IV has red swollen skin where the needle goes in, what does it mean? What should you do?

6. If you see red lines moving up the arm, what does it mean? What should you do?

7. Give two reasons why a patient's eyes might be bloodshot.

Part 2 is about bedsores and how they are indicated by the color red. Listen for these important points.

1. What are bedsores? What causes them?

2. What is the first sign (indication) of a bedsore?

3. What are some of the pressure points on the body?

4. What are two things you should do if a patient has a red spot on a pressure point?

5. If your patient gets a bedsore, who does it reflect on?

Part 3 is about the color blue in the hospital. Listen for these important points in Part 3.

1. What is the most important thing about blue?

2. What does cyanosis--blue around the lips--mean?

3. If you see a patient with blue around the lips, what should you do?

Lecture Preview continued

4. What three kinds of patients should you watch especially for cyanosis?

5. If you find a patient blue and unconscious, what should you do?

VOCABULARY

Part 1
should be able
recognize
diagnosis
flushed
overheated
signify
complain
suspect
Don't alarm the patient.
Be matter-of-fact.
bright red
swollen, extended
hard (to touch)
immediately
infiltrate
fatal
lymph nodes
eyeballs
Don't just assume.
setting in (an infection setting in)
recent past

Part 2
spots
hurt
rub (V)
massage (V)
break down, the skin breaks down
weight = heaviness
first sign
circulation (in the body)
oxygen
turn the patient
should not happen ever
diabetic
can take months
heal
prone

Part 3
be aware of
cyanotic
lack
pale blue
nails, finger and toe nails
first stage
has trouble breathing
leave your patient = go away from...
ring the call bell
if hospital policy allows it
ought
take it from there = take over
dark
eyelids
postoperative
failure
respiratory
tissue damage
perfectly normal

VOCABULARY DICTATION

LECTURE Colors in the Hospital

Listen to the lecture.

LECTURE OUTLINE Fill in the outline or write your own.

Part 1 Red

1. Today: _____ in the hospital

   2 most important: _____ _____

2. Talk about first: _____

3. Place you'll be most concerned with: on _____

4. Red skin--we call it _____. Means patient is

   _____--usually means _____.

5. If you suspect patient has _____, take his

   _____. If more than _____, report it.

   Don't _____ the patient.

6. Another place to see red--still on the _____.

   A patient with _____: where _____

   it may be _____.

   Or there may be _____ going up his arm.

   Where needle is, might be _____.

7. If you see a _____ _____ place,

   _____ immediately.

   Probably means _____ has infiltrated the _____.

8. If you see _____ going up the arm,

   it means _____. It can be

   _____ in a sick person. Red lines go up

   because _____ is being sent to _____

   Tell _____.

9. Another place to see red: _____ -- when the eyes are _____.

10. Maybe patient didn't _____ at night.
But don't assume this: _____.
Maybe getting eye _____.

Part 2 Bedsores

11. Most important reason for red skin: when you see red _____. If you let it go, you'll find a _____ -- where _____ breaks down.

12. Bedsores are at the pressure _____ of the body, from weight of the _____ on them.
Means _____ slowed down, _____ cut off.

13. If your patient gets a bedsore, it means you haven't _____. Don't leave it for _____. _____ someone.
Bedsores should _____ happen.

14. Some pressure points:

_____

_____

_____

_____

_____

Part 3 Blue

15. Most important thing to know about blue: _____.

    Means lack of _____.

    Without oxygen, a patient will _____.

16. Blue around the _____ and under the _____

    is the _____ of cyanosis;

    also trouble _____.

17. Don't _____ your patient;

    ring _____--push it _____

    Don't let the patient _____.

18. People with dark skin, check:

    _____

    _____

    _____

19. Have to watch especially these patients:

    _____

    congestive _____ failure

    _____ problems

20. If you find patient _____ and unconscious,

    get _____ and start _____ if you know how.

21. Blue _____ are normal.

DISCUSSION

QUIZ 1

There may be more than one correct answer.

1. a. black.
   b. white.
   c. red.
   d. green.
   e. blue

2. a. fever.
   b. lack of oxygen.
   c. infection
   d. bedsores.
   e. bright red.

3. a. turn him over.
   b. it means he has a kidney infection.
   c. tell your team leader.

4. a. turn him over.
   b. take his temperature.
   c. tell your team leader.

5. a. tell your team leader.
   b. turn him over.
   c. it means the IV has gone into the skin.

6. a. They should never happen.
   b. A red spot is the first sign.
   c. You should watch the pressure points on the body.
   d. Tell your team leader immediately.
   e. Turn the patient every two hours.

7. a. fever.
   b. cyanosis.
   c. lack of oxygen.
   d. bedsores.

8. a. leave the patient.
   b. not leave the patient.
   c. ring the call bell.
   d. get help.
   e. go to the nurse's station

QUIZ 3 Review: The Body, Measurement, Colors

1. a. throat.
   b. ears.
   c. neck.
   d. head.

2. a. lower arm.
   b. forearm
   c. upper arm.
   d. wrist.
   e. elbow.

3. a. calf.
   b. knee.
   c. a kle.
   d. thigh.
   e. hip.

4. a. the bladder.
   b. the heart.
   c. the stomach.

5. a. the nose.
   b. the nasal cavity.
   c. the baby button.
   d. the belly button.

6. a. blood.
   b. liquid.
   c. veins.
   d. solid.

7. a. ounces and cubic centimeters.
   b. ounces and milliliters.
   c. milliliters and cubic centimeters.

8. a. ounces.
   b. how long something is.
   c. volume.

9. a. ounces.
   b. how long something is.
   c. volume.

10. a. 1 ounce.
    b. 10 ounces.
    c. 1 ml.

Quiz 2 continued

11. a. 10 cc.
    b. 1 ounce.
    c. 30 ml.

12. a. Blood.
    b. Veins.
    c. Cyanosis.
    d. Fingernails

13. a. Cyanosis.
    b. Bedsores.
    c. Thermometer.
    d. Red in the face.

14. a. red
    b. white
    c. blue

15. a. Flushed face.
    b. Pressure points.
    c. Red spots.
    d. Blue around the lips.

16. a. juice and IV.
    b. urine and IV.
    c. juice and urine.

17. a. overload.
    b. too much work.
    c. heart.

18. a. 240 cc.
    b. 8 cc.
    c. 240 ml.

19. a. 150 cc.
    b. Nothing.
    c. 5 ounces.

20. a. 10 ml.
    b. 300 cc.
    c. 300 ml.

LECTURE PREVIEW

This is a short lecture to tell you a little about First Aid-- helping a patient outside the hospital. Listen for these points:

1. When you're with a patient, how should you behave?
2. What is the most important word?
3. If you see anything wrong, what should you do?
4. What should you not show?
5. What do you need to know sometimes?
6. How can you tell when a person stops breathing?
7. What kind of area should you work in when you work on a patient?
8. Who do you call if you're interested in First Aid classes?

VOCABULARY

ambulance driver & attendant
discreet
reassurance; reassure
a bunch of lies
comfortable
anxiety; anxious
role
sure of yourself
life-saving knowledge
pupil of his eye
dilate
Red Cross
folks = people
since = because
field = area of work/study

VOCABULARY DICTATION

LECTURE

Listen to the lecture.

LECTURE OUTLINE

Listen to the lecture and write an outline of the lecture.

DISCUSSION

LISTENING ASSIGNMENT

Call Tel-Med, 521-0711, and listen to one of the tapes listed below. (You can read again about calling Tel-Med in Unit VIII.) Remember to ask for the tape by number.

107 First Aid for a Person Suspected of Having a Heart Attack
28 How to Decrease Risk of Heart Attack
103 Mouth-to-Mouth Resuscitation (adults)
102 Mouth-to-Mouth Resuscitation (small children and babies)
59 Blood Transfusion-- What is a Blood Bank?
168 How to Take Temperature, Pulse, and Respiration Rate
451 Hearing Loss from Noise
231 Hearing Loss in Children
471 Children's Vision

Try to make an outline of the tape you listen to and report to the class.

Make notes while another student reports on a tape.

(Trl)

"SERVING YOU RIGHT" MATCHING GAME

Patient / Nurse	B	D	P	T	V
B					
D					
P					
T					
V					

Vocabulary

breakfast
lunch
supper

tray
fork
knife
spoon

bedpan
emesis basin
bath basin

UNIT X

SUBJECTIVE SYMPTOMS

LECTURE PREVIEW

The purpose of this lecture is to help you understand the importance of being aware of subjective symptoms in patients, of being aware of indications that something is wrong. After listening to the lecture, you should know the answers to these four basic questions:

1. What are the five important subjective symptoms discussed in the lecture?
2. How can you know that something is wrong? (Answer for each symptom.)
3. What should you do in the case of each symptom?
4. How can a nursing aide, in particular, help a patient who is anxious?

The lecture is in six parts. Listen for the important points in each part.

Part 1 Introduction

1. What are objective symptoms?
2. What are subjective symptoms?

Part 2 Pain

1. When your patient has pain, what should you do about it?
2. What three things should you find out about the pain?
3. What are four kinds of pain?
4. What is radiating pain? Where is it usually found?
5. How can you find out about pain in patients who do not complain?

Part 3 Temperature

1. What might be the trouble with a patient who is too cold?
2. What might be the trouble with a patient who is too warm?
3. What does hypothermia mean?

Lecture Preview continued

4. What does hyperthermia mean?

5. What are some causes of hypothermia and hyperthermia?

6. What should you do about a patient who is too cold or too hot?

Part 4 Eating Problems

1. What are some of the causes of eating problems?

2. What can you do about an eating problem?

3. How important is an eating problem?

Part 5 Sleeping Problems

1. What are three causes of sleeping problems?

2. What might be the cause of insomnia in a patient?

3. How important is a sleeping problem?

Part 6 Anxiety

1. What does being anxious mean?

2. In what kind of patients is it important to watch for symptoms of anxiety?

3. What can you do to help a patient who is anxious?

4. Why is a patient's state of mind important?

VOCABULARY

Part 1
observe
as important if not
more important than

Part 2
extremely important
cramp
muscle
tighten up
sore
sharp
poke, stab
ache
on and on
sort of dull
specific
Be as specific as possible.
site of incision
sudden
appendicitis
waves
twist
bite
draw up

Part 3
dropping = going down
result
disease condition
be raised
drugs

Part 4

Western European
haole (Hawaiian word) =
Caucasian (white person)
religious
ethnic
vegetarian = no meat in diet

Part 5
noise
doors banging
worry
dangerous
rest

Part 6
nervous and upset
feel they can talk
professional level
having a breast removed
influence
how soon
recovery

VOCABULARY DICTATION

X

LECTURE Subjective Symptoms

Listen to the lecture.

LECTURE OUTLINE

Part 1 Introduction

1. Last time we talked about things you can _____ on a patient. These are _____ symptoms-- things you can observe.
2. Today: _____ symptoms are as important as objective symptoms. These are things the _____ will _____.

Part 2 Pain

3. Most important subjective symptom: _____
4. You should _____ about it and tell _____.
5. Have to find out _____ of pain.
   Some kinds are:
   _____ --muscle tightens
   _____ --muscle hurts
   _____ --like poke or stab
   _____ --goes on and on, dull
6. You have to find out _____. BE SPECIFIC.
7. You have to find out _____.
   If a sudden pain, _____.

X

8. A specific kind of pain: _____--
starts in one place and moves _____. For example,
appendicitis --a _____ pain which moves across
your stomach.

9. If your patient has a radiating pain, _____
immediately. Usually in _____ trouble.

10. _____-- the way the _____ _____
you something is _____.

11. Some people never complain-- you have to _____
for symptoms of _____.
You can watch _____ --may twist
_____ --make fists
_____ --may draw up

Part 3 Temperature

12. Another subjective symptom has to do with _____.

13. If patient is _____ in warm room, find out
_____ and about patient's _____.
Might have _____--body temp _____.
Tell _____.

14. Hypothermia could be result of _____, _____, _____.

15. If patient is _____on cold day, might be
_____-- body temp _____.
Tell _____.

16. Only _____ can tell you if too _____
or too _____.

X

Part 4 Eating Problems

17. Another subjective symptom: _____ problems

_____ what's wrong--might be:

_____ --won't eat some foods

_____ --used to different foods

_____ --won't eat meat

Try to find out if there's something about the _____

and tell _____.

18. You have to _____, especially when you're _____.

Part 5 Sleeping Problems

19. Another subjective symptom: _____ problems.

Some causes: _____ because sleep all day

_____ --very common in hos[illegible].

_____ = can't sleep

20. Insomnia can be caused by _____ or _____

condition. Can be dangerous-- doesn't give body chance to

_____. Tell _____.

Part 6 Anxiety

21. Another symptom, very important: _____.

It means the patient is nervous and _____.

22. This symptom is important to_____ for, especially

in patients going to have _____.

23. Patients need to _____, often feel they can talk

to _____.

They want to _____ you how _____

they are.

24. If patient is very anxious, _____.

25. The patient's state of _____ can influence how _____ they get _____.

DISCUSSION

Quiz

There may be more than one correct answer for each question.

1. a. Not eating.
   b. A disease.
   c. A flushed face.

2. a. Fever.
   b. Pain.
   c. Anxiety.
   d. Low pulse.
   e. Red spots.

3. a. Fever.
   b. Pain.
   c. Anxiety.
   d. Low pulse.
   e. Red spots.

4. a. hypothermia.
   b. muscle.
   c. cramp.
   d. ache.

5. a. In the brain.
   b. In the muscles.
   c. In the teeth.

6. a. Like someone is stabbing you.
   b. Like someone is poking you.
   c. Like someone is touching you.

7. a. Where is the pain?
   b. What kind of pain is it?
   c. How long have you had the pain?

8. a. Where is the pain?
   b. How many inches long is the pain?
   c. How much time is it since you got the pain?

9. a. an ache.
   b. a cramp.
   c. appendicitis.
   d. radiating pain
   e. sore.

10. a. insomnia.
    b. the patient sleeping all day.
    c. the patient not being used to the food.
    d. the patient not wanting meat.
    e. the patient being worried.

Quiz continued

11. a. insomnia.
    b. the patient sleeping all day.
    c. the patient not being used to the food.
    d. the patient not wanting meat.
    e. the patient being worried.

12. a. the patient is too cold.
    b. the patient is too warm.
    c. the body temperature goes down.

13. a. the patient is too cold.
    b. the patient is too warm.
    c. the body temperature goes down.

14. a. intestinal trouble.
    b. the hospital.
    c. appendicitis.

15. a. measured.
    b. seen.
    c. talked about.

16. a. measured.
    b. talked about.
    c. illness.

VERBAL DIRECTIONS Close your books and notebooks.

Vocabulary

hand to
get ready

A, hand the towel to me.
Hand me the towel.

B, hand this towel to C.
Hand C the towel.

Hand me the towel when I tell you.

Get ready to hand me the towel.

Get ready to hand me the towel when I tell you.

Get ready to go.
Get ready to give the patient a bath.
Get ready to take a test/quiz.

LISTENING ASSIGNMENT

Call Tel-Med, 521-0711, and listen to one or more of the tapes listed below. Remember to ask for the tapes by number.

37 Backaches
47 Leg Cramps, Aches & Pains
201 Neck Pains
35 Understanding Headaches
65 Chest Pains-- Not necessarily a Heart Attack
503 Itching Skin
581 Chronic Cough
183 Cancer's 7 Warning Signals
33 Tension: Helpful or Harmful?
175 Fears of the After-40 Man
81 Tics: A Child's Outlet for Anxiety
42 I'm Just Tired, Doctor
122 Sleep is Kind
403 The Young Child's Eating & Meals: Pleasure or Problem?
604 A Guide to Good Eating

If you want to know about more tapes to listen to on health (such as, more about children, birth control and pregnancy, care of teeth, alcohol problems, some diseases), ask the Tel-Med operator to send you a list of their tapes.

(Tr1)

"TIME OUT" MATCHING GAME

	3 am	3 pm	9 am	6 pm	7 am	7pm	12 noon	12 md.
Vern								
Fern								
Paul								
Paula								

Vocabulary

breakfast
lunch
supper
snack
water

temperature
medicine
X-ray
wake up
sleep

break
work
home

UNIT XI

A LECTURE ON FACING DEATH

LECTURE PREVIEW

People in the medical field frequently come in contact with death. As a nursing aide, you may have a patient who is going to die. This lecture is to help you understand what the patient is going through and how you can deal with it.

Listen for these main points:

1. What are the five stages of reaction to death?
2. What does shock and denial mean?
3. What is the most difficult phase for you to deal with?
4. Why does a dying patient get angry?
5. What do patients in the bargaining stage do?
6. What are the characteristics of the grief stage?
7. What does acceptance mean? How should you treat a patient in the acceptance stage?
8. What is the most important thing for you to do for a patient in any of these stages?
9. Why do hospital personnel avoid dying patients?
10. Where do most people in America die?
11. What is important to remember? What is the dying person entitled to?
12. When you prepare a dead patient for the family to view, what do you do?
13. If you have to take a body to the morgue, what do you do?

VOCABULARY

facing death
awful, evil = bad
sooner or later
psychiatrist
go through

terminal illness
believe
refuse to accept the fact
phase
handle = deal with
try to understand

anger
hate
alive
healthy and strong
yell at

pray
God
afraid
powerful
Don't belittle it.
comfort and hope

life
end (V)
separated from
mourn
turned in on themselves, withdrawn
come out of their shells = open up
time to themselves

really realize

behave normally toward
tend
farthest
mortality
fail
By the way, ...
come in this order

born
per cent
country
hold it in, bottle it up
feel better
cry

take away from
very messy
entitled to
dignity and respect
prepare
view (V)
unplug
gown
rigor mortis
black and blue mottling
morgue
plastic
shroud
ahead of time
experience

##

VOCABULARY DICTATION

LECTURE A Lecture on Facing Death

Listen to the lecture.

LECTURE OUTLINE

Listen to the lecture again and write an outline of the lecture.

DISCUSSION

VERBAL DIRECTIONS For Writing

Close your books and notebooks.

Your teacher will give you directions to write things down. Listen carefully and write what and where the teacher tells you.

LISTENING ASSIGNMENT

Call Tel-Med, 521-0711, and ask for the following tape number.

144 Emotional Experiences of the Dying Person

(Trl)